Maine Department of Education

Application

♦ **Goals 2000 LRI (LRI), Per Pupil Professional Development (PPPD) Allocation and Technology Literacy Challenge Fund (TLCF) Grant**
- $40,000 combined Goals 2000 LRI/TLCF grant award if the district has received only a single year of TLCF funding
- $25,000 combined Goals 2000 LRI/TLCF grant award for all other districts

or

♦ **Goals 2000 LRI and PPPD Only**
- $15,000 plus the PPPD allocation

or

♦ **TLCF Only**
- $25,000 if the district has received only a single year of TLCF fundin g; $15,000 for all other districts
- Apply for PPPD separately

**To Support Activities from 9/1/00 – 8/31/01
Due by 5:00 p.m. July 24, 2000
Evaluated August 15 & 16, 2000**

<u>Cover Page</u>

DUE JULY 24, 2000

School District:_____ _____

<center>(Individual units within School Unions are not eligible to apply separately.)</center>

Applying for:

☐ **Goals 2000 LRI Grant Funds**   **New Grant Request** $ _____

Per Pupil Professional Development Allocation (Use the Pink Tables)
Unexpended FY'00 PPPD Funds : $_____ **+ FY' 01 Allocation** : $_____
                                                                Total PPPD $_____

PPPD Partners_____
<center>(List each district. School Unions are not eligible to apply as a consortium)</center>
<center>**If other districts are not listed here, the district will receive the allocation for single districts.**</center>

☐ **TLCF Grant Funds**
Unexpended Funds $ _____ +   **New Grant Request $_____**
                                                                Total TLCF $_____

Board Approval: As a result of a formal vote taken on ___/___/___, a majority of the school board agrees to fully support the activities described in this application.

_____   _____
<center>Date</center>   <center>**Signature of School Board Chair**</center>

Mail or deliver one bound copy of the district's evidence portfolio and one stapled original of the grant proposal by 5:00 p.m. on July 24, 2000 to:

    Goals 2000 Office, Room 212   *Faxed and electronic copies will not be accepted*.
    Maine Department of Education
    23 State House Station
    Augusta, Maine 04333-0023

Information Page

Learning Results Implementation Coordinator:
Name and Position:_____
     Work Address:_____ _____

                                  _____
     Work Telephone Number: _____ Fax: _____
     E-Mail:_____

Technology Coordinator:
Name and Position:_____
     Work Address:_____

                                    _____
     Work Telephone Number: _____ Fax: _____
     E-Mail:_____

District Profile: (Helps proposal readers understand your district)
   _____ Number of Staff (teachers, administrators and paraprofessionals)
   _____ Number of Elementary Schools/Middle Schools (K-8)
   _____ Number of K-8 Students
   _____ Number of Secondary Students (9-12)

TLCF Grant recipients must have a three to five year local technology plan that meets Maine's ten standards for approval in order to receive grant funds. Are you:
☐ submitting revisions to the original approved plan?
☐ continuing to follow the original approved plan?
    FY'01 is:
       ☐ Year 2 of the approved plan
       ☐ Year 3 of the approved plan

Contact Sarah Simmonds at (207) 287-8281, sarah.simmonds@state.me.us or Heidi McGinley at (207) 287-5986, heidi.mcginley@state.me.us for further information. Questions raised through July 10, 2000 will be documented in writing and questions and answers posted on the department's web page at www.state.me.us/education/g2000/homepage.htm. This application can also be downloaded from this site. **Portfolio evidence cannot be returned. Please keep a copy**.

School Union ASSURANCES

If applying as a school union, each particip ating school board must complete the assurances. **If it is not possible for signed assurances to be obtained by the grant deadline, please indicate on this page when they will be obtained.**

As a result of a formal vote taken on ___/___/___, a majority of the school board agrees to fully support the activities described in this application.

_____   _____   _____
Date   **Signature of School Board Chair**   Unit/LEA

As a result of a formal vote taken on ___/___/___, a majority of the school board agrees to fully support the activities described in this application.

_____   _____   _____
Date   **Signature of School Board Chair**   Unit/LEA

As a result of a formal vote taken on ___/___/___, a majority of the school board agrees to fully support the activities described in this application.

_____   _____   _____
Date   **Signature of School Board Chair**   Unit/LEA

As a result of a formal vote taken on ___/___/___, a majority of the school board agrees to fully support the activities described in this application.

_____   _____   _____
Date   **Signature of School Board Chair**   Unit/LEA

As a result of a formal vote taken on ___/___/___, a majority of the school board agrees to fully support the activities described in this application.

_____   _____   _____
Date   **Signature of School Board Chair**   Unit/LEA

1. Design Team
(Respond on a Single Page)

A. List the name, position or role of each member of the coordinating group for Learning Results implementation. The team must include parents who are not employed by the district or on the school board. Describe the design team's continuing roles and responsibilities for Learning Results implementation in the district.

B. How are, or will, the technology committee's needs, functions, and responsibilities be incorporated into this group's roles and responsibilities? How will the technology committee be represented on the design team?

2. A. Progress Toward Measurable Indicators

Use any format which includes the information below. Column 1: **list the measurable indicators from each of the district's FY'00 grants and its PPPD plan.** Column 2: for each indicator, describe how data was collected to evaluate progress. Column 3, describe the situation in the district as it stood in June 1999. Column 4: for each indicator, describe the situation in the d istrict by June 2000. Column 5: list the Goals 2000 LRI impact area from the 1999 -00 grant or the local technology plan goal. Column 6: document the Column 4 findings in the portfolio.

1. Measurable Indicator	2. How was data collected?	3. Baseline status (June 1999)	4. Current status (June 2000)	5. TLCF Three-year goal from the local technology plan	6. Portfolio Evidence (Page or Section)

Download this page and the additional TLCF reporting questions from the department 's web page at www.state.me.us/education/g2000/homepage.htm. Return the completed reports both electronically (with a diskette included in this application or mailed separately, or via e -mail to susan.alderson@state.me.us) and as a hard copy in this application.

2.B. TLCF Only -- Additional Federal Report Questions

4g. *Four Pillars.* Please circle the appropriate number on the scales below to indicate the progress toward the 4 pillars for educational technology as a result of all funding sources (federal, state, local).

1. All teachers in the nation will have the training and support they need to help students learn using computers and the information superhighway.

Baseline (June 1999))

1	2	3	4	5
No member of the teaching workforce participating in ongoing training and receiving support		Half of the teaching workforce participating		Entire teaching workforce participating

By June 2000

2. All teachers and students will have modern multi-media computers in their classrooms.

Baseline (June 1999)

1	2	3	4	5
All classrooms with a student to multimedia computer ratio greater than 21:1		13:1		5:1

By June 2000

3. Every classroom will be connected to the information superhighway.

Baseline (June 1999)

1	2	3	4	5
Less than 14% of classrooms connected		55%		All.

By June 2000

4. Effective and engaging software and on-line learning resources will be an integral part of every school's curriculum.

Baseline (June 1999)

1	2	3	4	5
Not in use in any areas		in use in half		in use in all

By June 2000

4e. *Use of Funds.*

Table 5: Use of TLCF Funds in 1999-00

1. Primary use of TLCF award	2. Grade levels primarily impacted.	3. Content areas primarily impacted	4. Number of Students impacted	5. Number of teachers impacted

4c. **State Technology Plan**. How are the subgrantee's educational technology goals aligned with the state's educational technology plan?

4d. **Subgrantee Learning Goals**. How do the subgrantee's educational technology goals support the subgrantee's learning goals?

4f. **Strategy.** Please explain how the use of the TLCF award and partnerships with businesses, libraries, and other public and private entities have helped the subgrantee accomplish its goals.

 4h. **Evaluation.** Describe the process for the ongoing evaluation of technology integration and its effects on student achievement and progress toward meeting the National Education Goals and challenging state content and performance standards.

Insert a paragraph for each item (4c., 4d., 4f., and 4h.).

2.C. Budget: FINAL BUDGET EXPENDITURE / CARRY OVER REPORT

School Unit:_____Person Completing Form:_____Tel.:_____Date: _____

LRI Section: 1999-00 Grant Amount $ _____   **PPPD Section**: Amount Received in 1999-00 $ _____

Item	Budget	Disbursements	Obligations	Unexpended	Budget	Disbursements	Obligations	Unexpended
110 Salaries	XXXXXXXXX							
120 Temporary Salaries	XXXXXXXXX							
200 Benefits	XXXXXXXXX							
300 Professional & Technical Services	XXXXXXXXX							
320 Professional Development	XXXXXXXXX							
550 Printing	XXXXXXXXX							
580 Travel	XXXXXXXXX							
600 Materials and Supplies	XXXXXXXXX							
Totals	XXXXXXXXX							

TLCF Section: 1999-00 Grant Amount $ _____

Item	Budget	Disbursements	Obligations	Unexpended
110 Salaries				
120 Temporary Salaries				
200 Benefits				
300 Professional & Technical Services				
320 Professional Development				
734 Equipment				
550 Printing				
580 Travel				
600 Materials				
Totals				

_____
(Superintendent's Signature)

For office use only: Date _____

❑   Approved

❑   Not Approved

_____
(Heidi McGinley, Department of Education)

3. A. Self-Assessment Summary: Seeing the Next Steps

Check the indicators that currently apply in the district in each of the two self-assessment areas (student learning and climate supportive of change). Reference portfolio evidence to support each checked indicator. Submit the self-assessment pages with the application.
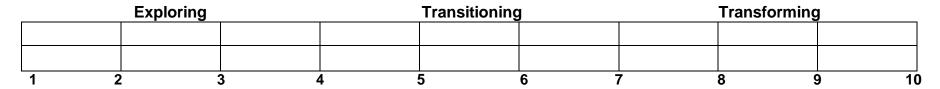
I. Student Learning

Exploring	Transitioning	Transforming	Evidence
❑ Schedules and other time constraints are a primary factor in making decisions about student learning opportunities.	❑ Most teachers use assessment information to begin to vary instructional time. ❑ District policy and practice support student access to learning opportunities across grade spans. ❑ As teachers throughout the district collect and analyze student assessment information, the daily and yearly schedule begins to change to address student learning needs at all grade spans.	❑ Students advance through school based on demonstration of Learning Results achievement. ❑ The school day, week and year are structured to allow for continuous revision and design as a result of student assessment information.	
❑ Few students have the opportunity to use the community as a classroom, or to participate in community life as part of academic study.	❑ Students in special programs or at some grade levels have the opportunity to use the community as a classroom, and to participate in community life as part of academic study.	❑ Most students have the opportunity to learn, apply and demonstrate Learning Results achievement by addressing real community issues as part of academic study.	
❑ Programs are sometimes adopted, developed, revised or eliminated as a result of student assessment data.	❑ Programs which require major investments of funds, time, or staff expertise are evaluated yearly for impact on student achievement.	❑ A systemwide process is in place to continuously evaluate all programs and practices to determine their impact on student learning.	
❑ There is at least one district-wide effort to improve instruction in at least one content area, while other efforts to improve instruction take place informally or in single schools. ❑ Most teachers are uncertain how the Learning Results apply to all students.	❑ Formal district-wide efforts to improve instruction result in many teachers trying different approaches; some teachers are change classroom practice as a result. ❑ Most teachers use the Learning Results to develop individualized learning and assessment strategies for students with unique learning needs and styles.	❑ District-wide structures to improve instruction are routinely employed to address student assessment findings. ❑ The district can easily document that all children have an equitable opportunity to learn to high standards.	
❑ Professional development choices are rarely based on student learning needs.	❑ Professional development choices at the individual, group and whole-district levels are based on an analysis of student assessment data.	❑ Connections between student assessment data and professional development activities are routinely assessed.	
❑ Most students do not know about the Learning Results. ❑ Most parents and community decision makers are unaware of the content and purpose of the Learning Results	❑ A cross-section of students and their parents can describe what students are expected to learn at each grade span and how student work provides evidence of this learning.	❑ All students and parents can describe what the learning results are, what the student knows and can do, and what the student's next learning goals are.	

Student Learning (Continued)

Exploring	Transitioning	Transforming	Evidence
❑ Decisions about the allocation and distribution of technology are sometimes based on student learning needs. ❑ Student access to technology is limited by schedule, location, functionality of equipment, or incomplete staff knowledge and skill.	❑ Decisions about the people, programs and resources needed to support technology are based on what all students need to achieve the Learning Results. ❑ Technology is beginning to be used to provide essential opportunities and to create diverse ways for students to achieve and to demonstrate the Learning Results. ❑ Schools are networked and some student exchange is occurring.	❑ The uses of staff time and resources for technology change continuously in response to changing student learning needs. ❑ Technology is routinely used across the district to provide essential opportunities and to create diverse ways for students to achieve and to demonstrate the Learning Results. ❑ Student exchange through the network is occurring continuously and is a natural part of the learning process.	

Plot the district's current position on the grid below .

I. Student Learning

Exploring			Transitioning			Transforming		

1   2   3   4   5   6   7   8   9   10

3.A.II. Climate Suppo rtive of Change

Exploring	Transitioning	Transforming	Evidence
Vision			
❑ Philosophy, vision, or mission statements exist for most individual programs, schools and committees, but are not connected to a district vision. ❑ Many staff members feel that district-wide practices and policies are not consistent with the existing vision and mission statements.	❑ The school board has adopted the district vision and publicly supports it. ❑ The vision has been translated into concrete action steps, which encompass all district programs and committees.	❑ Vision-based goals and action steps are continuously reviewed and revised as progress is documented across the district. ❑ All decisions at every level of the districts are driven by the vision.	
❑ A few community members are involved in Learning Results implementation at either the classroom level or as members of some advisory committees.	❑ The district is implementing new ways for students, parents, community members, and other stakeholders to learn to accept responsibility for learning and working together. ❑ Connections, communications, and relationships have a high priority in all district activities.	❑ Divergent points of view are seen as valuable contributions to problem solving and decision making. ❑ The community actively supports changes in the system which will help all students learn. ❑ Adults seek opportunities to work together and have developed effective ways to make decisions and solve problems, use conflict productively, and build ownership for action.	
Professional Developmen t			
❑ A wide range of workshops and conferences are available to staff who wish to take advantage of them. ❑ "Professional development" is generally defined as attendance at conferences and workshops; collaborative work and reflection on practice are viewed as separate activities. ❑ Activities within the district are frequently planned and led by experts outside the district. ❑ Most building level staff meetings focus on information giving. ❑ The district calendar includes some formally scheduled time for professional development.	❑ Professional development activities are designed in alignment with the district vision and support implementation of the Learning Results. ❑ Professional development activities often result in a needed local product or process. ❑ Most activities are planned and led by internal experts. ❑ Building level meetings focus on common work and decision making. ❑ Time to develop curriculum, instruction and assessment is provided through a mosaic of release time, professional development days, and summer work.	❑ Professional development activities consistently lead to changes in practice at both the classroom and the district levels. ❑ Professional development activities and systemwide improvement activities are viewed by staff and community as the same work. ❑ Activities model the methods educators are expected to learn as a result.	

Climate (cont.)

Exploring	Transitioning	Transforming	Evidence
Curriculum, Instruction and Assessment			
❑ Actual curriculum, instruction and assessment at the classroom level have been mapped for alignment with the Learning Results at at least one grade span in at least one content area as part of the district's curriculum development cycle. ❑ Some teachers are beginning to design curriculum, instruction and assessment units based on the Learning Results; alignment of instruction with standards is a new concept for most teachers..	❑ Actual curriculum, instruction and assessment have been mapped across the district to identify gaps and overlaps ❑ The district has developed or adopted a unit design framework for standards-based written curricula. ❑ Curriculum development in some content areas is based on student assessment information.	❑ All staff can document alignment of actual curriculum, instruction and assessment with the Learning Results using student assessment information ❑ The district uses a flexible framework for standards-based written curricula that drives classroom practice and points to structural changes in the system to support the learning of all students. ❑ Student achievement information drives all curriculum revision.	
❑ Discussions occur about Learning Results and technology, but little action has been initiated. ❑ Some professional development is provided to help teachers integrate technology with curriculum and instruction, but is limited and rarely evaluated for classroom impact. ❑ Hardware, facilities, networks and software necessary to support curriculum, instruction and assessment is inconsistent across the district (mix of old and new). ❑ Staff, administrators and community members are unsure of how technology supports teaching and learning, and of their ability to acquire, maintain and coordinate the technology effort.	❑ Technology is recognized as a central tool for collecting data, assessing and implementing Learning Results, but its use is inconsistent across the district. ❑ Staff have ongoing training and support appropriate to their level of use and responsibility and are encouraged to expand knowledge and skills at increasingly higher levels. ❑ The hardware, software, facilities, and network are available to support Learning Results implementation through curriculum, instruction and assessment, including network capability (one per teaching area) and laboratory and multi-media centers.	❑ Technology is fully implemented in the collection and analysis of data, student assessment and local implementation of the Learning Results. ❑ Time is provided for professional development in technology that encourages staff creativity, application and synthesis. ❑ Software to support aligned curriculum, instruction and assessment is used throughout the district. ❑ The necessary hardware, software, facilities and network to support Learning Results implementation for all students is in continual daily use. ❑ Technology use to support teaching and learning is continuously evaluated by a broad base of stakeholders.	
❑ District-wide and special purpose assessments have been inventoried.	❑ The district has a clear picture of what, when and how the Learning Results are assessed.	❑ The foundation of the local assessment system is a framework that identifies and aligns all individual, grade span, district-wide and large scale assessments with the Learning Results.	

Plot the district's current position on the grid below .

II. Climate Supportive of Change

| **Exploring** | | | **Transitioning** | | | | **Transforming** |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3.B. Self-Assessment Narrative Explain how the information from the progress report and the self -assessment update lead to the district's next steps. Include:

1. A summary of current conditions across the district based on the self -assessment and the progress report.
2. A description of how the self-assessment findings and the progress report illustrate what the district's next steps are in Learning Results implementation.
3. A description of how the self-assessment findings and the progress report illustrate what the district's next steps a re in technology use and in intentionally connecting technology with Learning Results implementation.
4. A description of the district's economic need for technology funds to support Learning Results implementation (reference supporting evidence in the portfo lio if necessary to fully document the current situation).
5. Identification of several impact areas or goals and why they are necessary to the district's Learning Results implementation efforts.

Narrative Length:
- ❑ *Applying for everything – 12 pages or less*
- ❑ *Applying for Goals 2000 LRI and PPPD only – 10 pages or less*
- ❑ *Applying for TLCF only – 5 pages or less*

Writing Measurable Indicators of Success

Measurable indicators of success are:

♦ **Actionable**: They help judge progress in order to inform decisions a bout next steps.
♦ **Outcome oriented**: Specify clearly what are observable results and/or products.
♦ **Include relevant measures**: Specify measures which reflect the outcomes. For example, indicators of the quality of professional development might include: percent of teachers receiving professional development, teachers' evaluations of professional development, number of hours spent in professional development, and changes in knowledge, skills, and attitudes.

Examples related to **aligned Curriculum, instruction a nd assessment**:

Not Measurable	Measurable, Provide Information about the Next Steps
Staff will attend assessment conferences and workshops.	20% of the faculty will report that their knowledge of assessment has progressed beyond the awareness stage as a result of conference or workshop attendance, or from discussions with colleagues which have attended these events.
Teachers will design curriculum, instruction and assessment units.	All staff will learn the "planning backwards" method of unit design and 20% will use and refine their units in the classroom.

Technology-Related Indicator Ideas:

- Number/Percentage of teachers receiving professional development
- Amount of money spent on professional development as reflected in budget.
- Knowledge, skills, attitudes of teachers receiving professional development.
- Teachers' evaluations of professional development experiences.
- Number of "modern" computers per school
- Number and types of computers available.
- Percentage of schools with computers in every classroom.
- Number/Percentage of computers (connections & capacity) within schools able to utilize the full function of applications for the Internet.
- Number/Percentage of schools adequately wired to support access to the information superhighway.
- Number/Percentage of schools in which every classroom has been connected to the information superhighway.
- Student/computer ratio - connected/capacity computers.
- Number/Percentage of teachers who are at the Proficient Stage in computer use/Internet use.
- Number/Percentage of schools/school programs which are at Integration Stage.
- References to technology in local outcomes/curriculum frameworks.
- Percentage of schools with access to current instructional, word processing, spreadsheet, data base, graphics software, and Internet tools.

4. Learning Results Implementation Plan
A. Impact areas, measurable indicators of success, evaluation methods, products

Submit any action plan format which includes the information on the next two pages in the same order. List all Learning Results implementation activities that the district will undertake, even if they are not supported with grant or PPPD funds.

1. Impact Area or Technology Plan Goal (by concentrating on this area, a minimal effort will yield a maximum return)	2. Measurable Indicators of Success by the End of the Grant Period (see the preceding page for help in writing measurable indicators)	3. Evaluation Method	4. Expected Products (examples: curriculum framework, actual curriculum mapped, inventory of current assessments, established reflective practice groups)

4. Action Plan   B. Action Steps for each Impact Area or Goal
       Impact Area or Goal: _____

1. Action Steps	2. Timeline (when will each step be done?)	3. Costs (List dollar amounts if possible)			
		LRI	PPPD	TLCF	Other

TLCF Funded
4.C. Budget
Each column equals 1999-00 unexpended funds plus the new request.
Attach a detailed description of each line if the space provided on this page is insufficient.

Line	Description	LRI	PPPD Unexpended FY'00 $ _____ + FY'01 Request = $_____	TLCF Unexpended FY'00 $ _____ + FY'01 Request = $_____
110 Salaries				
120 Temporary Salaries				
200 Benefits				
300 Professional & Technical Services				
320 Professional Development				
734 Equipment		XXXXXXXXX XXXXXXXXX	XXXXXXXX XXXXXXXX	
550 Printing				
580 Travel				
600 Materials and Supplies				
Totals				

MONTHLY REQUEST FOR FEDERAL FUNDS

Date: _____ School Unit: _____

Do Not Include Unexpended FY'00 Funds

MONTH	Goals 2000	TLCF
October 2000		XXXXXXXXXXX XXXXXXXXXXX
November 2000		XXXXXXXXXXX XXXXXXXXXXX
December 2000		
January 2001		
February 2001		
March 2001		
April 2001		
May 2001		
June 2001		
July 2001		
August 2001		
TOTAL		

Suggested Steps in Collecting and Organizing Evidence

1. Collection

Identify the evidence you already have which will help you plot where the district falls on the self-assessment continua. Identify other evidence you don't already have which would help you be more accurate in plotting the district's current situation. Compare the two sets of evidence. Determine the easiest way to collect additional evidence. (See "Act ion Research" for ideas about how to collect and analyze evidence.)

2. Reflection

Analyze the evidence you've collected and determine what it indicates about placement on the six continua and about the district's next steps.

3. Selection

Look objectively at all of the evidence you've collected. Which pieces are absolutely **necessary** to document the district's self-assessment placement? How much evidence is **sufficient** to communicate this to a reader who knows nothing about the district? If you aren't sure, ask someone who has not been involved in the technology plan or the grant application to evaluate the evidence.

4. Production

Put the evidence into a binder or staple it securely so that the readers can see it and refer to it easily.

> **DO:**
- Number the pages.
- Include a table of contents.
- Use tabs or colored page sections.
- Reference pieces of evidence throughout the plan and the self -assessment narrative.
- Use visuals and graphics to clarify where the district is and to help the reader find information.

> **DON'T:**
- Include the same piece of evidence more than once.
- Use meeting minutes -- use agendas and summaries.
- Include individual surveys -- make a summary of the results and include a blank survey.
- Put each page in a separate sleeve or each sect ion in a separate container.

5. Projection

The evidence should indicate both to you and to the reader what the district's next logical steps are. What's in the evidence portfolio should lead the reader to the same conclusions about the next steps.

Action Research

Action research is ----

1. Collecting evidence which leads to a clear assessment of the current situation.

2. Clustering the evidence in ways which lead to deeper understanding.

3. Using evidence to identify the next steps in a complica ted process.

Evidence is collected in a variety of ways:

> visually

> interviews

> surveys and questionnaires

> analysis of written material

Evidence gathered is clustered in a variety of ways:

> What the themes which emerge across all evidence?

> Is there an existing model or framework which can be used to organize the information?

> Can we create a continuum which describes different perspectives on the same issues?

Evidence is used to determine the next steps by:

> Generating statements which descr ibe the current situation.

> Comparing the statements to the organizational vision or the desired condition.